

# SPIES TRAITORS SABOTEURS

## FEAR AND FREEDOM IN AMERICA

### Previsit Activities

Recommended for middle and high school students

The following classroom activities (pre- and postmuseum visit) and student exhibition analysis activity are designed to make the most of a visit to the *Spies, Traitors, and Saboteurs* exhibition. Connect the classroom and museum experience by exploring the important themes and questions the exhibition raises regarding the tension between national security and civil liberties; the role that government and citizens play in making these choices; and how historic events have shaped the nation we live in today.

We hope you will use these flexible activities to best meet the needs of your students. With that in mind, there are several pre- and postvisit classroom activities from which you can choose that can be easily modified to suit your instruction.

### SECURITY VS. FREEDOM

The exhibition was created shortly after the attacks of September 11, 2001, and explores among other themes the tensions between maintaining national security and preserving civil liberties. To help prepare students for contemplating this overarching theme in relation to the historic events depicted in the exhibition, conduct some mini research and have a class discussion using one of the prompts below:

- How familiar are students with 9/11? What happened on 9/11? How did America and the world respond to the attacks? What is the legacy of 9/11?
- In considering security and civil liberties, ask students to think about cell phone privacy, or other areas such as social media monitoring. Is it okay for the government to listen in on cell phone conversations or to monitor social media sites? Divide into “pro” and “con” groups and hold a classroom debate. Consider the ramifications of both positions. If you are new to classroom debates, there are many online resources that can assist with your planning including process and assessment.
- What do freedom and security mean to each of us personally? How do our own life experiences make us look at freedom and security differently?

### WORD ASSOCIATION

The exhibition contains very powerful language that serves to organize and explore the historical content. Some of this vocabulary may be unfamiliar to your students, or they may not have encountered it in the context of some of these topics in American history.

- Provide students the opportunity to understand important terms they will encounter in the exhibition using the Definitions student handout included in this packet.
- Some options for developing familiarity with this vocabulary include: matching terms to definitions; students generating their own definitions and then checking against the ones provided; rewriting provided definitions in their own words.
- To promote comfort levels with using these words in context, students can identify one historic example and one contemporary example for each term and share the rationalization for their examples.
- Close out the activity by discussing students’ reactions to this language. Do any of these terms provoke an emotional response or carry positive or negative connotations? Discuss perspective—how does the meaning of a term change depending on who is using it?

**Note:** The onsite gallery activity asks students to analyze one section of the exhibition. Following the word association activities, you can ask students to choose the theme they are most interested in working with in the exhibition, or as you gauge their understanding of the terms can make assignments for the field trip.

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## FEAR AND FREEDOM IN AMERICA

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#### NEWS ANALYSIS

**The topics examined in the exhibition are extremely complex, and students may need some support to work through the nuances of these events. Give them a chance to practice the gallery analysis activity before your visit by asking them to choose a contemporary event to explore (student worksheet follows).**

- Students can choose a local or national news story. You may decide to have students work individually, in pairs, or the whole class can work through the same news report. We suggest *KidsPost* of *The Washington Post*, *TIME for Kids*, or *Scholastic News Online*®.
- Give students time to read or watch a video report of the story. Briefly discuss the report, summarizing the facts.
- Ask students to complete the activity sheet. If this event was in the exhibition, in which section would it belong? They can circle the word they think best describes it. Then complete the worksheet sections from context through the quadrant activity.
- Share out findings in small groups or as a class. Discuss the analysis process with students. What parts were straightforward? Which parts were difficult? When working with the same news story, where did students have differences of opinion?

**Note:** If you utilize current events in your classroom instruction, this worksheet can work well as a student tool to analyze and synthesize national and world events even beyond your visit to the *Spies, Traitors, and Saboteurs* exhibition.

#### VISITING THE EXHIBITION

**The two-page graphic organizer on the following pages challenges students to analyze one section of the exhibition.**

- If you chose to complete the News Analysis previsit activity, your students will have a good feel for the flow of the activity. If you did not do the News Analysis activity, it is advisable to review the sections of the activity with students in advance of your visit, especially the quadrant plotting on the second side.
- You may also want to review the exhibition sections with students to make sure they have a general grasp of the time periods covered.
- Have students choose, or you may assign them, the exhibition section they will work in to complete the activity. Students may work as individuals or in pairs.
- The final section of the activity “Fear and Freedom Today” may be completed during your visit or back at school.
- Bring copies of the activity, pencils, and clipboards with you. If you are unable to furnish these supplies, please let the Museum know in advance and we will provide them.
- Advise students to keep their completed activity. The activity is utilized in the suggested postvisit activities in this guide.

# SPIES TRAITORS SABOTEURS

## FEAR AND FREEDOM IN AMERICA

## Previsit Activities – Student Handout

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### DEFINITIONS

These words are used as titles for the main sections of the exhibition.

<b>Extremism</b>	Encouraging or participating in extreme measures or views; going to great or exaggerated lengths.
<b>Hate</b>	Intense hostility and aversion, usually deriving from fear, anger, or sense of injury <i>Hate Crime:</i> any of various crimes (such as assault or defacement of property) when motivated by hostility to the victim as a member of a group (based on color, religion, gender or sexual orientation).
<b>Protest</b>	The act of objecting. Usually an organized public demonstration of disapproval.
<b>Radicalism</b>	The quality or state of being different from the usual or traditional, extreme, associated with political views, practices, and policies of extreme change.
<b>Revolution</b>	A sudden, radical, or complete change. A fundamental change in political organization; especially the overthrow of one government or ruler and the substitution of another by the governed.
<b>Sabotage</b>	Destructive or obstructive action carried on by a civilian or enemy agent to hinder a nation's war effort. <i>From the exhibition label copy:</i> The 1918 Sabotage Act made it a crime to damage or destroy property or utilities used in connection with the war.
<b>Subversion</b>	A systematic attempt to overthrow or undermine a government or political system by persons working secretly from within.
<b>Terrorism</b>	Violent or destructive acts (such as bombing) committed by groups in order to intimidate a population or government into granting their demands. <i>From the exhibition label copy:</i> The US government defines terrorism as: "...the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives." (28 Code of Federal Regulations [C.F.R.] Section 0.85
<b>World war</b>	A war engaged in by most or all of the principal nations of the world (two such wars occurred during the first half of the twentieth century).

These words are used frequently in the exhibition label copy and educator guide activities.

<b>Civil Liberties</b>	Freedom from arbitrary governmental interference (as with the right of free speech), specifically by denial of governmental power and in the US especially as guaranteed by the Bill of Rights.
<b>National Security</b>	The idea that a government should protect the state and its citizens against crises through use of political, diplomatic, military, and economic means.

Unless otherwise noted, definitions are adapted from the Merriam-Webster online dictionary

# SPIES TRAITORS SABOTEURS

**FEAR AND FREEDOM IN AMERICA**

Name(s) \_\_\_\_\_

**EXHIBITION ANALYSIS**

Your job is to analyze one section of the exhibition. You will share your ideas back at school. Check the box of the section you are analyzing.

<p><b>Revolution: 1776-1890</b> Washington, DC, captured and burned</p>	<p><b>Radicalism: 1917-20</b> Anarchist bombs target American leaders and the Palmer Raids</p>	<p><b>Protest: 1969-76</b> Bomb in the US Capitol and Weather Underground</p>
<p><b>Sabotage: 1914-18</b> Massive explosions in NY harbor/ German sabotage during WWI</p>	<p><b>World War II: 1935-45</b> Japanese pilot terrorizes Hawaiian island/Japanese internment</p>	<p><b>Extremism: 1992-Present</b> Oklahoma City bombing and domestic extremist groups</p>
<p><b>Hate: 1865-Present</b> Ku Klux Klan march/Klan during the 1920s and beyond</p>	<p><b>Subversion: 1945-56</b> "Red Scare"/Communist Party of the United States during the Cold War</p>	<p><b>Terrorism: 1980-Present</b> Attacks of September 11, 2001, and beyond</p>

**CONTEXT:** Describe the situation. What happened?

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**ACTIONS AND REACTIONS**

Within this section you will find many actions and reactions that happened during this time period. Focus on one action and one reaction.

<p><b>ACTION:</b> _____</p> <p><b>GOVERNMENT/PERSON/GROUP:</b> _____</p> <p><b>DESCRIBE THE FACTS OF WHAT THEY DID AND WHY.</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>EVIDENCE:</b> (object, document, or visual from the exhibition)</p> <p>_____</p> <p>_____</p>	<p><b>REACTION:</b> _____</p> <p><b>GOVERNMENT/PERSON/GROUP:</b> _____</p> <p><b>DESCRIBE THE FACTS OF WHAT THEY DID AND WHY.</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>EVIDENCE:</b> (object, document, or visual from the exhibition)</p> <p>_____</p> <p>_____</p>
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**IMPACT (IMMEDIATE OR LONG-TERM)** What effects did this event have?

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**WHAT DO YOU THINK? WHERE DO YOU PLACE THESE ACTIONS AND REACTIONS?**

Use the actions and reactions you identified on the front page to complete the activity below. These definitions will help you.

<p><b>National Security:</b> The idea that a government should protect the state and its citizens against crises through use of political, diplomatic, military, and economic means. Did this promote national security or put it at risk?</p>	<p><b>Civil Liberties:</b> Freedom from arbitrary governmental interference (as with the right of free speech), and in the US especially as guaranteed by the Bill of Rights. Were civil liberties abused or protected?</p>
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Choose the box that best matches the **action** and indicate it with an **A**.  
Choose the box that best matches the **reaction** and indicate it with a **R**.

Explain your placement of **A** and **R**.

<p>Promotes national security, but <b>abuses</b> civil liberties</p>	<p>Promotes national security and <b>protects</b> civil liberties</p>	<p><b>ACTION:</b> _____</p> <p><b>BASIS FOR MY PLACEMENT:</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Puts national security <b>at risk</b> and <b>abuses</b> civil liberties</p>	<p>Puts national security <b>at risk</b>, but <b>protects</b> civil liberties</p>	<p><b>REACTION:</b> _____</p> <p><b>BASIS FOR MY PLACEMENT:</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Now that you are finished analyzing your section, explore the rest of the exhibition.

**FEAR AND FREEDOM TODAY** Think of an issue or challenge we are currently facing. What lessons from history, specifically from this exhibition, should we keep in mind? What ideas do you have for how we should respond?

Contemporary issue/challenge: \_\_\_\_\_

\_\_\_\_\_

My ideas to help solve it: \_\_\_\_\_

\_\_\_\_\_

Lessons from the past to keep in mind and things to look for: \_\_\_\_\_

\_\_\_\_\_

# SPIES TRAITORS SABOTEURS

**FEAR AND FREEDOM IN AMERICA**

## Postvisit Activities

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### EXHIBITION DEBRIEF

After you visit the exhibition, give students the opportunity to share their ideas and reactions.

- Pair up students who worked in the same section of the exhibition to compare their analysis. They can share their individual perspectives on the action and reaction, impact, and quadrant choices. Reassure students that these are complex topics and even though they were analyzing the same material they will likely have different ideas and reactions. Taking this time to talk allows us to learn from one another.
- Create jigsaw groups of students that represent all nine sections of the exhibition. Students can teach one another about their assigned section, using the activity sheet to help organize their sharing out. After each section has been summarized, groups can focus their discussion around the exhibition as a whole:
  - What kinds of actions does our government take to protect the country? Is there an action in the exhibition with which you agree? Why? Is there one with which you disagree? Why?
  - In the exhibition, what are some examples of choices made by individuals? How did their choices affect other people?
  - What lessons should we learn from this exhibition?
- Bring the class back together to discuss or complete the final portion of the analysis sheet. What contemporary issues can students identify? What ideas do they have for solving them? What lessons can we learn from the past as we tackle the challenges we face today?

### REFLECTION AND RESPONSE

Share the list of quotations from the following handout with students. Ask them to choose one that they find the most thought-provoking and write a response to both it and their visit to the exhibition.

- What does this quotation mean to you?
- How do you relate it to the exhibition?
- How does it relate to challenges we face today?
- Identify a point of view, different from your own, to this quotation and the exhibition. Why do you disagree with this position?

These pre- and postvisit activities meet the following standards:

ILLINOIS SOCIAL SCIENCE STANDARDS			
<b>Grades 6–8</b>	SS.CV.3.6-8.LC	<b>Grades 9–12</b>	SS.CV.8.9-12
SS.IS.4.6-8.MdC	SS.CV.6.6-8.LC	SS.IS.4.9-12	SS.CV.9.9-12
SS.IS.5.6-8.MdC	SS.CV.5.6-8.MdC	SS.IS.5.9-12	SS.H.7.9-12
SS.IS.5.6-8.MC	SS.H.1.6-8.MdC	SS.IS.8.9-12	SS.H.11.9-12
SS.IS.8.6-8.LC	SS.H.4.6-8.LC	SS.CV.1.9-12	

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### QUOTATIONS

Respond to one of these quotations in a written reflection.

#### Safety, Security, and Freedom

**“Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety.”**

–Benjamin Franklin (Pennsylvania Assembly, Letter to the Governor, 1755)

- Franklin (1706–90) is considered a founding father of the United States. He was an accomplished author, printer, statesman, scientist, and more.

**“We must plan for freedom, and not only security, if for no other reason than that only freedom can make security secure.”**

–Karl Popper (*The Open Society and Its Enemies*, 1945)

- Popper (1902–94) was an Australian-British professor and philosopher. He is considered one of the greatest philosophers of science of the twentieth century.

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#### Justice and Protest

**“True peace is not merely the absence of tension; it is the presence of justice.”–Martin Luther King Jr. (*Stride Toward Freedom: The Montgomery Story*, 1958)**

- King (1929–68) was a leader of the American civil rights movement, a Baptist minister, and recipient of the Nobel Peace Prize of 1964.

**“There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.”**

–Elie Wiesel (Nobel Lecture, December 11, 1986)

- Wiesel (1928–2016) was a survivor of the Holocaust. He was a Romanian-born, Jewish American writer, professor, and political activist.

**“To sin by silence, when we should protest, makes cowards out of men.”–Ella Wheeler Wilcox (*Poems of Problems*, 1914)**

- Wilcox (1850–1919) was an American author and poet.

**“Not everything that is faced can be changed. But nothing can be changed until it is faced.”–James Baldwin (“As Much Truth as One Can Bear,” *New York Times Book Review*, January 14, 1962)**

- Baldwin (1924–87) was an American writer and playwright, especially noted for his series of essays on the black experience in America.

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#### Suspicion, Fear, and Hate

**“We are always paid for our suspicion by finding what we suspect.”–Henry David Thoreau (Thoreau’s journal, May 12–September 19, 1850)**

- Thoreau (1817–62) was an American author and philosopher.

**“Fear of something is at the root of hate for others, and hate within will eventually destroy the hater.”–George Washington Carver (Quoted in Linda O. McMurry, *George Washington Carver: Scientist and Symbol*, 1982)**

- Carver (1864–1943) was an American scientist, botanist, educator, and inventor

**“In time we hate that which we often fear.”–William Shakespeare (*Anthony and Cleopatra*, Act I, Scene 3)**

- Shakespeare (1564–1616) was an English poet, playwright, and actor. He is widely regarded as one of the greatest writers in the English language.